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Method of Analysis. Now this is very true and very commendable, but they forthwith proceed to give this Unitary Method *as proportion*; it is quite like calling 2×3 an example in addition. As a matter of fact the unitary method is not proportion and should not be classed under that caption.

It is unnecessary to enter more into detail concerning the merits or demerits of the work, although there are several prominent features both good and questionable that deserve mention. The scope and style of the work can be quite well judged from what has been set forth.

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A Course in Expository Writing. By GERTRUDE BUCK and ELISABETH WOODBRIDGE. New York: Holt, 1899. 12mo. ix + 292 pp.

THIS book, written by two instructors in Vassar College, provides material for twenty-three lessons in the writing of description and exposition. The preface, which might have been prefixed to any recent text-book of rhetoric, is devoted to the discussion of how to interest students in their writing, and contains several good suggestions. Teachers are advised as far as possible to supply pupils with a real audience, and not to criticise too many things at once; the writers find a case conceivable "where it would be better to let even spelling go to the winds for a while, until other things had been gained."

In treating the subject of exposition, the writers follow the thoroughly sound belief that it is through description, "the communication of our immediate sense-perception itself," that one can best approach exposition, which is "our interpretation of sense-experience." Accordingly they devote the first fifty odd pages to pure description and the next hundred to "description in its relation to exposition," reserving only one hundred and forty pages for exposition proper, or "definition in its relation to exposition." We may be permitted to doubt the wisdom of this division. Less space than fifty pages should suffice to teach the average pupil the difference between description proper and expository, or interpretative, description, the kind discussed in chapter iii; to the latter, proportionately, too much space is given; while the treatment of exposition proper is perhaps not quite adequate. We do not believe that the student can get from this book alone a clear idea

of all the various processes of pure exposition. We find nothing more than incidental hints concerning exemplification, obverse iteration or negative statement, contrast; nothing about the formulation and use of a plan, which seems to us supremely essential in the writing of exposition.

The illustrative material has been drawn from a wide range of reading. We find many standard selections, while the writers have not hesitated to draw from the newer writers as well. The selection seems on the whole good, though some pieces, *e. g.*, from Meredith's *Egoist* (p. 102), are too difficult for even college sophomores. We also confess to a belief, perhaps groundless, that the average student, women not excepted, is better qualified to expound machinery than music (*cf.* pp. 83 ff., 154 f.); the latter may be heard with delight by the young, but can be expounded well only by those richer in experience and possessed of a better knowledge of music than the average undergraduate.

Nor is the make-up of the book wholly commendable. The table of contents, as a guide to the plan, is well nigh useless; there are no subheads anywhere; and there is not the sign of an index. In short, while the book contains much that is interesting and stimulating to the teacher, it comes far short of meeting the needs of the class room.

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Connected Passages for Latin Prose Writing. By MAURICE W. MATHER, Ph.D., and ARTHUR L. WHEELER. Harper & Brothers, 1899.

THE book is not intended for beginners, but for those who have had at least a year of practice in writing detached sentences. The text upon which the exercises are based is that of Cæsar, *Gallic War*, Books, III and IV; Nepos, *Alcibiades* and *Hannibal*; Cicero, *Manilian Law* and *Archias*. About seventy pages of notes on Latin idiom take the place of grammatical references and afford an exceedingly comprehensive and concise statement of the principles which underlie Latin composition. These notes are followed by forty pages of passages for translation into Latin. In addition to these the authors have inserted numerous tests prepared by various colleges for entrance examinations. There is no vocabulary, but sufficient assistance is given in the footnotes and in the notes on idioms. Good judgment and pedagogical